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ABSTRACT

A third-party evaluation was designed to document the processes undertaken to implement a Memphis, Tennessee, experience-based career education (EBCE) program. It also intended to assess project effects on student outcomes. Evaluation included pre- and post-testing of a control group and experimental group of tenth grade students enrolled in the Career Orientation Component (Career Exploration) and surveys of parents and community participants. Measures used included Demographic Data Questionnaire, Career Maturity Inventory (CMI), Bem Sex Role Inventory, and Placement Readiness Scale. Students involved in the second program component, Career Specialization (indepth exposure to a single group of occupations), were also post-tested. As a result of exposure to the program, EBCE students' scores on the Knowing Yourself CMI sub-scale increased significantly and students held positive opinions about their EBCE experiences. Specialization students felt they could successfully choose a job title for further exploration, write a letter of application and arrange for a job interview, and evaluate personal skills and abilities in relation to the job market. Community groups felt the program improved students' learning about careers but not about general learning. Parents held overall positive opinions. (Appendixes include additional information on faculty opinions, program dissemination, student progress, and final program performance report.) (YLB)

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EXPERIENCED BASED CAREER EDUCATION

EVALUATION REPORT
1978-79

HAMILTON HIGH SCHOOL
MEMPHIS, TENNESSEE

Prepared by
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CE026625

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EVALUATION REPORT

1978-79

MEMPHIS EXPERIENCE BASED CAREER EDUCATION PROJECT

HAMILTON HIGH SCHOOL

MEMPHIS, TENNESSEE

INTRODUCTION

Description of the Program Being Assessed

The experienced based career education program is designed to expose secondary school students to a large range of career choices before students select a career specialization area of training (ie, vocational education course). The program seeks to accomplish this through the utilization of community resource sites provided in conjunction within school career guidance instruction. (This program is based on the format used by Research for Better School in Philadelphia .)

The program serves a specific target area composed of students who need assistance in increasing their levels of career awareness, career exploration experience, and placement readiness. Specifically the program provides services in two components areas--career development/ orientation and career specialization.

The tenth grade portion of the program is referred to as the Career Orientation Component (Career Exploration). It serves to provide students with both school and community career exploration and guidance. Should a student express a desire to have specialized experiences during the first year of enrollment, these experiences will be provided, although they are a component of the second year program. The in-school exploration component includes career experiences pre-planned by classroom teachers, students and career coordinators. Such experiences involve student exploration of academic and vocational classes based on student interests or the need for career exposure. This portion of the program also includes research projects designed to help students gain knowledge about jobs, career clusters, and community sites. Students receive assistance in completing these projects from the school library, guidance office, or career coordinator. Resource persons from the community may assist through school assembly programs, letters, or telephone conversations.

Community exploration includes student visits to community sites under the supervision of a community site coordinator designated by the business or agency involved. The school career exploration coordinator provides assistance to the site in helping them to develop experiences that facilitate student learning.

Student Exploration usually consists of four separate student visitations. These visitations begin with an orientation to the site and culminate in the pairing of the student with an individual worker for an extended period of time. The exploration component of the program is designed to provide students with the opportunity to explore several jobs through actual job experiences.

The other component of the E.B.C.E. program is called Career Specialization. This experience is designed to place a student in specialized areas based on the student's interests after he/she has narrowed the realm of possibilities through exploration experiences. A student selects a specialization area after he/she has processed information about sites and himself/herself with a member of the career guidance staff. The specialization component consists of indepth exposure to a single group of occupations. Time-wise, specialization requires greater commitment from both the student and the site.

General Goals of the Project

The general goals of the extended project are:

1. To reduce gratification lag, by earlier participation in society's occupational sector.
2. To aid students toward responsible occupational choice, through a multiplicity of actual career exploration and specialization experiences.
3. To increase knowledge, attitudes, and generalized skills necessary for a variety of entry level careers.
4. To provide a total education system, preparing student either for placement in immediate employment or further education.
5. To help create student awareness of the relationship between careers and the other correlated subjects in the school curriculum.
6. To develop desirable work habits and attitudes toward work through the maintenance of on-the-job standards in realistic skill training activities provided through the various cooperative specialization program.

7. To provide students with activities or tryouts that simulate on-the-job experiences so they may become aware of their interests and abilities as a basis for making an intelligent choice concerning subsequent explorations and eventual specialization.
8. To help students acquire a realistic understanding of the training needed to prepare for those careers.
9. To develop wholesome positive attitudes, opinions, and concepts regarding non-traditional work roles and careers without regard to sex-role, sex-bias, or stereotyping.

Scope of the Evaluation

This third party evaluation was designed to document the processes undertaken to implement the demonstration project during its third year, and to provide information as to the effects of the project as they can be determined after three years.

To accomplish this task, the evaluation plan was designed to include documenting the processes undertaken in the implementation of the demonstration project, as well as, determining the relative effectiveness of those processes as they have affected student outcomes. Specifically the evaluation was concerned with monitoring:

1. The development of curriculum and instructional materials.
2. The development of individual student learning plans.
3. The procedures employed to eliminate or avoid sex role stereotyping in student and staff selection and in curriculum materials development.
4. The placement of students in work experience stations.

The evaluation was also concerned with determining the effectiveness of the management plan utilized in terms of student outcome facilitation, and parental attitudes toward the program.

EVALUATION

The evaluation design for 1978-79 was based on a modified version of the CIPP model. As the experimental group was self-selected and the control group was randomly selected, all of the assumptions of a true research design could not be met. However, the control group is viewed as being representative of the 10th grade class and significant differences which do occur can be viewed as valid.

The following instruments were selected for use in the evaluation:

1. Demographic Data Questionnaire
2. Parent Opinion Survey (RBS)
3. Community Participant Survey (RBS)
4. Career Maturity Inventory (CBT-McGraw-Hill)
   Knowing Yourself
   Knowing About Jobs
   Choosing A Job
5. Weekly Staff Reports (Memphis City Schools)
6. Bem Sex Role Inventory
7. Placement Readiness Scale

These instruments are described in the instrumentation section which follows. The Bem Sex Role Inventory, Demographic Data Form, and Career Maturity Inventory were used as pre- and post-test measures to obtain date for the evaluation of student effects for those enrolled in the exploration component. Specialization students were given the Placement Readiness Scale as a post-test.

The E.B.C.E. Exploration students and 10th grade control group

students were pre-tested September 12 and post-tested on May 3. All instruments were administered by members of the E.B.C.E. and evaluation staff under standardized conditions in rooms furnished by the high school. Specialization students independently completed the post-test packet during May, 1979.

Test scoring was done by the Tennessee State Testing Bureau. Analysis of group data was conducted by a member of the evaluation staff with the Computer Center of The University of Tennessee being utilized to assist in these analyses.

INSTRUMENTS

The Experience Based Career Education program at Hamilton High School has concentrated on building career skills. To assess student development in these areas, measurement of attitudes, vocational interests, and vocational maturity have been taken. This section presents a brief description of each instrument used in the study.

Demographic Data Questionnaire

The Demographic Data Questionnaire was constructed by the third party evaluators based on an instrument developed by Research for Better Schools. The Demographic Data Questionnaire collects information such as name, address, birth date, sex, grade level, and ethnic group membership. Information relating to grade average, attendance, plans after high school, and reasons for enrolling in the career education program is also collected.

Parent Opinions Survey

This 15-item instrument is designed to measure parent opinions concerning educational programs similar to RBS Career Education. It

includes assessments of various program elements, opinions on program benefits, and comparisons of the program relative to standard curricular offerings.

Community Participant Opinion Survey

This 16-item instrument is designed to measure community participant opinions concerning educational programs similiar to RBS Career Education. It includes assessments of various program elements, opinions on program benefits, and comparisons of the program relative to standard curricular offerings.

Bem Sex Role Inventory

The Bem Sex Role Inventory is a 60 item questionnaire designed to assess a student's concept of self in light of adjectives categorized into the categories of Feminine, Masculine, or Androgeneous. These scores are used as a means of comparing changes in sex role self concept. This instrument was developed by Dr. Sandra E. Bem and is utilized in this study with her permission.

Career Maturity Inventory (McGraw Hill CTB)

This instrument is designed to measure career related attitudes and competencies. For purposes of this evaluation only the competency portion was utilized. Specific sub-tests used were "Knowing Yourself", "Knowing About Jobs", and "Choosing a Job".

Placement Readiness Scale

The Placement Readiness Scale was developed by Dr. Joanne Velchich, and is used in this study with her permission. This instrument is composed of a 13 item Likert rating scale and

3 semantic scales. The semantic scales were modified for this evaluation study.

STUDENT CHARACTERISTICS

Method of Selecting Students

1. E.B.C.E. Exploration Students

   All 10th graders at Hamilton High School were informed of the E.B.C.E. program as 9th graders. Of these students who applied for admission to the E.B.C.E. program, all selected to participate in the program during their sophomore year. Seventy-three (73) students (31 males and 42 females) completed the program.

2. Control Students

   Control group students were randomly selected from a list of 10th grade students who were not enrolled in the E.B.C.E. program. The control group was made up of 14 males and 28 females.

3. Specialization Students

   Specialization students were self-selected from the student body of Hamilton High School.

Pre-Testing (Exploration)

Upon entry into the E.B.C.E. program, each exploration student and control group counterpart was given a battery of pre-tests. These instruments were design to measure occupational interest, attitudes, and career maturity level. The results of this testing were analyzed using a series of Independent Samples T-test and Chi-Square test.

A. Post-Secondary Plans

Each student was asked to indicate his/her post secondary plans from a variety of options provided. Each person was given the opportunity to indicate a first, second, and third choice. Student post-secondary choices are summarized in Table 1.

To determine if a significant difference existed between post-secondary plans of students enrolled in the E.B.C.E. program and those not enrolled in the program, percentages of each post-secondary option were compared using the Chi-Square test. As is shown in Table 1, no significant differences were found for each of the post-secondary options. Therefore, E.B.C.E. students and control group students can be equated with regard to post-secondary plans.

B. Student Occupational Plans

Each student was asked to indicate his/her immediate and five-year occupational plans. Replies were summarized and are presented in Table 2.

C. Career Maturity Inventory

The Career Maturity Inventory (both the Attitude Scale and 3 of the Competency Scales-"Knowing Yourself,""Knowing About Jobs", and"Choosing A Job")was administered as a part of the pre-test battery. The results of this testing are presented in Table 3. Mean scores on each of the subtests were subjected to an Independent Samples T-test. No significant differences were found between the mean scores on any of the sub-tests. With regard to Career Maturity scores, the two groups can be considered to be equal.

TABLE 1

Student's Post Secondary Plans: A Comparison by Groups
(Chi-Square Analysis of Pre-test Scores)

Options	First Choice		Second Choice		Third Choice	
	experimental	control	experimental	control	experimental	control
	Percentage-Response					
Full Time Employment	20	20	25	0	30	57
Apprenticeship-OJT	3	10	15	22	13	0
Military	7	10	9	0	5	11
Homemaker	4	0	2	0	12	0
Vocational School	3	10	21	11	8	11
2 Year Academic College	3	0	7	22	2	0
2 Year Vocational College	4	0	6	22	6	0
4 Year College	52	30	13	11	9	11
Part Time Employment	3	20	2	11	15	11
Other			2	0	2	0
χ^2	9.48 ns		11.49 ns		5.60 ns	
n=	71	41				

Table 2
Student Occupational Plans: A Comparison By Group
Chi-Square Analysis
(Pre-Test Scores)

Occupational Category	Immediate		Five-Year	
	Experimental	Control	Experimental	Control
	Percentage Response			
Higher Executive	13	20	20	26
Business/Managerial	26	15	33	21
Administration	13	0	8	5
Clerical	13	25	11	16
Skilled	9	25	5	26
Semi-skilled	9	10	6	0
Unskilled	9	10	2	0
Unemployed	1	5	3	0
Other	13	0	17	5
X^2		12.76 ns		11.80 ns
n=	71	41	71	41

ns=not significant

Responses of both groups were compared to determine if significant differences existed between the two groups. No significant differences were found between the two groups with regrad to student's post secondary plans at either of the two time interveals. Thus, E.B.C.E. students and Control group students can be equated with regard to immediate and five-year occupational plans.

Table 3

Career Maturity Inventory: A Comparison Between Groups

(Pre-Tests Scores)

Subtest	Mean Scores[A] Experimental	Control	T-Value
Knowing Yourself	10.63	11.83	-1.92 ns
Knowing About Jobs	11.28	12.46	-1.52 ns
Choosing A Job	9.82	10.65	-1.29 ns
Attitude Scale	30.61	30.34	0.25 ns
n=	71	41	

ns= not significant

[A]10th grade norm scores - Knowing yourself (12.06); Knowing about jobs (12.25); Choosing a Job (11.12); Attitude Scale (35.31)

Table 4

Bem Sex Role Inventory: A Comparison Between Groups

(Pre-Test Scores)

Subtest	Mean Scores[A] Experimental	Control	T-Value
Total Masculine	4.53	4.48	-0.97 ns
Total Feminine	4.51	4.63	0.95 ns
n=	71	41	

ns = not significant

*Norm score for adolescents (age 14 to 17) = Masculine (4.99); Feminine (4.90)

D. Bem Sex Role Inventory

The Bem Sex Role Inventory was included as part of the pre-test battery. The results of this testing are presented in Table 4. Mean scores of the subtests were subjected to an Independent Samples T-test. The results of this procedure are presented in this same table. No significant differences were found on any of the sub-tests. With regard to Bem Sex Role Inventory Scores, the two groups can be equated.

Summary

At the time of pre-testing, the students in the control group and those enrolled in the EBCE program can be equated with regard to the pre-test measures.

EVALUATION RESULTS

This section presents analyses related to the effects of the E.B.C.E prgram during the 1978-79 school year.

In effort to evaluate the exploration component, pre-test and post-test measures for the experimental and control groups were compared using a series of Chi-square and T-test.* Post-test results are also presented for students who participated in specialization component. The results of these analyses serve as a guide to validate student outcomes as a result of participating in the E.B.C.E. program.

*The reader should be aware of the fact that the particular computer analysis used allows for the substitution of missing data. In some cases, mean scores reported in this section of the report may not be identical to scores reported in earlier sections. These scores are not in error, but are the result of substitution.

EXPLORATION

A pre- and post-test comparison of scores on the subtests of the Career Maturity Inventory, and the Bem Sex Role Inventory was completed in an effort to determine what effects the E.B.C.E. program had upon students. In addition a comparison of pre-and post-occupational and post-secondary plans was made.

Career Maturity Inventory

Three of the competency scales and the attitude portion of the Career Maturity Inventory were included in the post-test battery. A series of Independent Samples T-tests were applied to sub-test scores. Post-test comparisons between groups are displayed in Table 5 with pre-post-test comparisons being shown in Tables 6 and 7 for the E.B.C.E. and control group respectively.

Pre-test comparisons between the E.B.C.E and Control group did not show any significant differences between groups; however, significant differences were found on scores for two of the four sub-scales, "Knowing About Jobs" and "Choosing A Job" in the post-test. In these two instances, the mean scores for control group were higher. (See Table 5)

A significant difference based on pre-post-test comparisons was found for the E.B.C.E students on one sub-test, "Knowing Yourself." In this case, the post-test mean score was higher than the pre-test score. The control group showed a significantly higher post-test score on choosing a sub-scale. All post-test scores showed a positive increase for both groups.

TABLE 5

Career Maturity Inventory: A Comparison Between Groups

Independent Samples T-test

(Post-Test Scores)

Sub-test	Mean Scores[A]		T-Value
	Experimental	Control	
Knowing yourself	12.06	12.50	-0.51
Knowing about jobs	12.08	14.33	-2.15*
Choosing a job	10.55	12.58	-2.24*
Attitude scale	32.49	32.83	-0.25
	n= 49	n= 24	

*significant at .05

[A]10th grade norm scores = Knowing yourself (12.06); Knowing about Jobs (12.23); Choosing a Job (11.12); Attitude Scale (35.31)

TABLE 6

Career Maturity Inventory: A T-test Comparison of Pre- and Post-test Scores

(E.B.C.E. Exploration Students)

Sub-test	Mean Scores A		T-Value
	Pre-test	Post-test	
Knowing yourself	10.63	12.06	-2.04*
Knowing about jobs	11.28	12.08	-1.05 ns
Choosing a job	9.82	10.55	-1.09 ns
Attitude scale	30.61	32.49	-1.88 ns
	n = 71	n= 49	

*significant at .05
ns = not significant

A= 10th grade norm scores = Knowing Yourself (12.06); Knowing about Jobs (12.23); Choosing a Job (11.10); Attitude Scale (35.31)

TABLE 7

Career Maturity Inventory: A T-Test Comparison of Pre- and Post-test Scores

(Control Group Students)

Sub-test	Mean Scores A		T-Value
	Pre-test	Post-test	
Knowing yourself	11.83	12.50	-0.91 ns
Knowing about jobs	12.50	14.33	-1.79 ns
Choosing a job	10.69	12.58	-2.42*
Attitude Scale	30.33	32.83	-1.71 ns
	n = 40	n= 24	

*significant at .05
ns = not significant

A = 10th grade norm scores = Knowing Yourself (12.06); Knowing about Jobs (12.23); Choosing a Job (11.12); Attitude Scale (35.31)

Student Post Secondary Plans

To determine if the program had affected students perceptions of what they planned to do after completing high school, a comparison of listed options was made. Table 8 and Table 9 present this information. A Chi-Square test of pre- and post-test data was employed for the comparison of first, second, and third choice post-secondary options of both groups. Neither the EBCE students nor Control group students were found to express significcantly different post-secondary plans.

Student Occupational Plans

Students were asked to specify their Immediate and Five-year occupational plans upon entering and completing one year in the E.B.C.E. exploration program. Table 10 and Table 11 present this information. The pre- and post-listings within groups were not significant when comparisons of Immediate plans were made for either the E.B.C.E. or the control group students. Five-year occupational plans of students in the E.B.C.E. program have changed significantly. At the time of post testing, twelve percent (12%) more students indicated plans to enter occupations within the skilled category, while fourteen percent (14%) fewer students listed plans to enter occupations outside of one of the specified groups.

Bem Sex Role Inventory

Pre- post-test scores of the E.B.C.E. and Control group students were subjected to a T-test. The results of this analysis are presented in Table 12 and Table 13. No significant differences were found for EBCE students, but scores of control group students were significantly different for both subscales. In both cases, post-test mean scores were higher than pre-test mean scores.

TABLE 8

A Comparison of Pre- and Post-test Indications of Post-Secondary Plans- Control Group Student (1978-79)

Options	First Choice		Second Choice		Third Choice	
	Pre	Post	Pre	Post	Pre	Post
Full Time Employment	20%	17%	0%	4%	56%	33%
Apprenticeship	10%	4%	22%	29%	0%	13%
Military	10%	0%	0%	4%	11%	21%
Homemaker	0%	0%	0%	0%	0%	0%
Vocational Business School	10%	8%	11%	13%	11%	17%
2 Year Academic College	0%	0%	0%	17%	0%	4%
2 Year Vocational College	0%	0%	22%	4%	0%	4%
4 Year College	30%	71%	22%	12%	11%	4%
Part Time Employment	20%	0%	11%	17%	11%	0%
Other	0%	0%	11	0%	0%	0%
X^2	9.68 ns		7.93 ns		6.73 ns	

n=41

ns = not significant

TABLE 9

A Comparison of Pre-Post Test Indications Post Secondary Plans

E.B.C.E. Exploration Students (1978-79)

Options	Response Percentage					
	First Choice		Second Choice		Third Choice	
	Pre	Post	Pre	Post	Pre	Post
Full time employment	20%	6%	25%	29%	30%	39%
Apprenticeship	3%	0%	15%	18%	13%	13%
Military	7%	10%	9%	6%	5%	4%
Homemaker	4%	0%	2%	0%	12%	8%
Vocational-business school	3%	8%	21%	8%	8%	10%
2 year academic college	3%	4%	0%	14%	2%	14%
2 year vocational college	4%	2%	7%	8%	6%	2%
4 year college	52%	65%	6%	4%	9%	0%
Part-time employment	3%	4%	13%	12%	15%	8%
Other	0%	0%	2%	0%	2%	0%
x^2	10.94 ns		15.60 ns		15.25 ns	

ns = Not significant

TABLE 10

A Comparison of Pre and Post Indicators of Student Occupational Plans

E.B.C.E. Exploration Students (1978-79)

Options	Immediate		5 Year	
	Pre	Post	Pre	Post
Higher Executive	13%	25%	20%	29%
Business/ Managerial	26%	31%	33%	40%
Administrative/Personnel	13%	12%	8%	2%
Clerical	13%	12%	11%	8%
Skilled	9%	12%	5%	17%
Semi-Skilled	9%	2%	6%	0%
Unskilled	2%	2%	2%	2%
Homemaker	3%	2%	3%	0%
Unemployment	0%	2%	0%	3%
Other	13%	0%	14%	0%
X^2	12.78ns		19.66*	

ns = Not significant

*Significant at .05

TABLE 11

A Comparison of Pre- and Post- Indicators of Student Occupation Plans

Control Group Students (1978-79)

Options	Immediate		5-Year	
	Pre	Post	Pre	Post
Higher Executive	21%	29%	28%	42%
Business/Managerial	16%	33%	22%	17%
Administrative/Personnel	0%	13%	6%	4%
Clerical	21%	4%	11%	17%
Skilled	26%	13%	28%	8%
Semi-Skilled	11%	4%	0%	4%
Unskilled	5%	0%	0%	4%
Homemaker	0%	0%	0%	4%
Unemployment	0%	0%	0%	0%
Other	0%	0%	6%	0%
χ^2	8.25 ns		6.90 ns	

ns = Not significant

When post-test scores of the E.B.C.E. students were compared with post-test scores of the Control group (see Table 14), no significant differences were found for either of the sub-tests.

TABLE 12

Bem Sex Role Inventory : A T-test Comparison of Pre- and Post-test Scores (E.B.C.E. exploration students)

Scale	Mean (A) Pre-test	Mean Post-test	T-Value	
Masculine	4.53	5.17	-2.26	ns
Feminine	4.51	4.89	-1.39	ns
	n = 71	n = 71	n = 49	

(A) = Norm Mean Scores for adolescents (age 14 - 17) Masculine = 4.90
ns = not significant

TABLE 13

Bem Sex Role Inventory: A T-test Comparison of Pre- and Post-test Scores

Control Group

Scale	Mean (A) Pre-test	Mean Post-test	T-Value
Masculine	4.48	5.37	-2.74**
Feminine	4.63	5.70	-2.35*
	n= 40	n= 24	

* significant at .05
**significant at .01

n= 41

(A) = Norm mean scores for adolescents (age 14-17) Masculine (4.99); Feminine (4.90)

Table 14

Bem Sex Role Inventory: An Independent Samples T-test Comparison of Post-test Scores Between Groups

Scale	Mean Experimental[A]	Mean Control	T-Value
Masculine	5.18	5.37	-0.44 ns
Feminine	4.81	5.70	-0.48 ns
	n=49	n=24	

ns=not significant
A = Norm scores for adolescents (age 14 to 17) = Masculine (4.99); Feminine (4.90)

SUMMARY OF THE FINDINGS FOR THE EXPLORATION COMPONENT

I. Student Occupational Plans

A. Exposure to the E.B.C.E program fostered significant differences in the five year occupational plans of students.

1. Twelve percent (12%) more student students indicated plans to be employed in a skilled occupation than had done so at the time of pre-testing.

2. Nine percent (9%) more students indicated plans to be employed in higher executive occupations than had done so at the time of pre-testing.

3. Seven percent (7%) more students indicated plans to be employed in business and managerial occupations than had done so at the time of pre-testing.

4. Fourteen percent (14%) fewer students indicated plans to enter an occupation outside of the specified occupational groups than had done so at the time of pre-testing.

B. Immediate and Five-year occupational plans of control group students did not significantly change between the time of pre- and post-testing.

II. Student Post-Secondary Plans

A. Exposure to the E.B.C.E program did not foster significant differences in the post-secondary plans of students.

B. Post-secondary plans of control group students did not change significantly between the time of pre- and post-testing.

III. Bem Sex Role Inventory

A. For students enrolled in the E.B.C.E program, there were no significant differences in the mean scores of the pre-tests and post-tests. However, these students did change sex-role self-concept groups. At the time of pre-testing, this group was best described as expressing an undifferentiated sex-role self-concept (mean scores on both the Masculine and Feminine scales were below the age group norms). At the time of post-testing, scores of the E.B.C.E. students were reflective of a sex-role self-concept that is described as traditionally masculine (above the norm score on the Masculine scale coupled with a below norm score on the Feminine scale).

B. Significant differences were found between the pre- and post-test scores of control group students on both subtests of the Bem Sex Role Inventory. Post-test scores were higher than pre-test scores on both of these subtests. Control group students moved from an undifferientiated sex-role self-concept to a pattern reflective of an androgeneous sex-role self-concept.

C. There were no significant differences between the post-test scores of the E.B.C.E students and Control group students, although the sex-role self-concept pattern of each group changed.

IV. Career Maturity Inventory

A. At the time of pre-testing, no significant differences were found between E.B.C.E. students and Control group students with regard to pre-test scores on the Career Maturity Inventory

subscales. With the exceptions of control group students scores on the "Knowing About Jobs" subscale, all of the sub-scale scores were below the norm scores for tenth grade students.

B. Within group comparisons were made of pre- and post-test scores. The scores of EBCE students were found to differ significantly on the "Knowing Yourself" subscale. Post-test scores on each of the other three sub-tests remained below the tenth grade norm score. Post-test scores of the Control group students were significantly higher on the "Choosing a Job" sub-test. With the exceptions of the mean scores on the Attitude Scale, post-test mean scores of the Control group students were above the tenth grade norm scores.

C. When post-test scores of the two groups were compared, the two groups were found to be significantly different with regard to post-test scores on the "Knowing About Jobs" and "Choosing a Job" sub-tests. In both cases, Control group students scored higher on these tests than did students in the EBCE program.

SPECIALIZATION

Students who participated in specialization experiences were asked to complete a survey form at the close of their specialization experience. These are reported in the tables that follow.

TABLE 15

Specialization Survey

Demographic Data:	Percentage Response		
Sex:		Grade	
Male	19	10	8.3
Female	81	11	29.2
EBCE Exploration Student:		12	62.5
Yes	50		
No	50		

Placement Readiness Item	require a great deal of assistance	require some assistance	require minimal assistance	do well	do very well
Choose specific employment.	4	8		28	60
Choose a specific job.			4	12	84
List specific job requirements.	4		8	64	24
Outline a plan to meet job requirements.		4	20	40	36
Locate current job information.		4	16	48	32
Locate names of companies who employ persons in the position that I wish to pursue.	8	8	12	32	40
Master the training requirements of the occupation I am interested in.	4	4	8	44	40
Specify a geographic location in which I wish to be employed.		4		44	52
List entry level salaries offered to persons in my chosen career field.		4	8	68	20
Write a letter of application, arrange an appointment for a job interview.	4	4		64	28
Present myself well in a job interview.	8		4	60	28
Develop a resume.	4	4	4	52	36
Ask a person to write a letter of reference for me.	4		4	20	72
Evaluate my skills and abilities in relation to the job market.	4	4		52	40

Specialization Survey (continued)

Semantic Scale	Mean Rating
Concept: Me as a job applicant	
Enthusiastic- (1) to Indifferent (7)	1.72
Pessimistic (1) to Optimistic (7)	6.74
Concept: Library Research Projects	
Meaningless (1) to Meaningful (7)	6.42
Successful (1) to Unsuccessful (7)	1.65
Concept: Individual Guidance Conferences	
Successful (1) to Unsuccessful (7)	1.24
Disorganized (1) to Organized (7)	6.50
Concept: Site Visits	
Incomplete (1) to Complete (7)	6.96
Meaningless (1) to Meaningful (7)	6.42

Survey Item	Always	Usually	Sometimes	Never
The EBCE program: Increased self understanding.	76	12	8	
Assisted in career decision making.	875	12.5		

n= 25

Exploration Experience

As is shown in Table 15, fifty percent (50%) of the students who participated in the specialization experience had not participated in the exploration component of the E.B.C.E. program.

Demographic Variables

Table 15 presents a summary of the demographic information collected from specialization students. During the 1978-79 school year, eighty-one percent (81%) of the participants were female and nineteen percent (19%) were male. Eight percent (8%) were enrolled in the 10th grade, twenty-nine percent (29%) were enrolled in the 11th grade, and sixty-three percent (63%) were enrolled in the 12th grade.

Placement Readiness Scale

Responses to the items of the Placement Readiness Scale were summarized by percentage categories. This summary is presented in Table 15. At least ninety percent (90%) of the specialization students stated that they would be able to do the following activities well:

1. Choose a specific job
2. Specify a geographic location of employment
3. Write a letter of application, arrange an appointment for a job interview
4. Ask a person to write a letter of reference
5. Evaluate my skills and abilities in relation to the job market

In general, students indicated that they would need little assistance in carrying out placement activities. Two areas, choose specific employment and locate names of companies who employ persons in the position that I

wish to pursue, were exceptions. Twelve percent (12%) and sixteen percent(16%) respectively indicated they would require some or a great deal of assistance in completing these activities.

Semantic Scale

Students were asked to complete several semantic scales which dealt with concepts of self and specific components of the specialization program. The data gathered from these scales was summarized and are presented in Table 15.

Students were generally positive about the experiences provided by the specialization program.

Summary of Findings for the Specialization Component

1. Students held positive opinions about their worth as a job applicant.
2. Students were ambivalent in their opinion as to whether the specialization experience assisted them in the career decision making process or that the experience promoted student involvement.
3. Students stated that generally they were able to successfully complete placement activities with little or no help.

COMMUNITY

Opinion Surveys

As a part of the effort to determine the impact of the E.B.C.E. program, the opinions of parents of E.B.C.E. students, Hamilton High faculty members, and personnel at community sites were sought.

These groups were contacted via mail and asked to complete a short questionnaire. A follow-up reminder was sent (along with a copy of the questionnaire) two weeks after the initial mailout. After another two week interval, all those who had not responded were considered to be non-respondents. Return rates for the opinion survey were as follows:

forty-one percent (41%) was received from parents of E.B.C.E. students; forty-eight percent (48%) was received from the Hamilton High Faculty' and forty-four percent (44%) was received from the community site contacts.

Responses were categorized into frequency distributions for each survey item, and results are presented as percentages of total responses.

Parental Opinion Survey

A. E.B.C.E. Students

Parents of E.B.C.E. Students were asked to give their opinions about specific facets of the E.B.C.E. program. Their responses were summarized by percentages categorized and are presented in Table 16. At least Seventy percent (70%) of the population responded in a manner indicative of positive opinions for all of the survey items.

The responding parents expressed positive opinions in the following areas:

1. Student enjoyment in participating
2. Receipt of adequate student progress reports
3. Assistance in helping students form career plans
4. Amount of student learning
5. Program organization
6. Quality of staff
7. Quality of counseling available
8. Quality of community resource provided by the program
9. Provides opportunities to learn about careers
10. Provides opportunities for general learning
11. Effect on student motivation

TABLE 16
EBCE Students Parental Opinion Survey (1978-79)

Survey Item	Percentage Response: Don't Know	Definitely No	No	Not Sure	Yes	Definetely Yes
Students enjoy participating	3.4				44.8	48.3
Received adequate progress information.					58.6	37.9
Helps students form career Plans					65.5	31.0
Students learn a lot.			3.4	3.4	62.1	27.6
Would you encourage others to enroll *	3.4		3.4	20.7	65.5	3.4

Survey item	Don't Know	Poor	Fair	Not Sure	Good	Excellent
Program organization *			3.4	13.8	44.8	34.5
Quality of Staff *			3.4	17	55.2	20.7
Quality of Counseling available	6.9			6.9	58.6	24.1
Quality of the EBCE program *	13.8			6.9	62.1	6.9
Quality of community resources				6.9	44.8	44.8

Survey Item	Don't Know	Much Less	Less	Not Sure	More	Much More
Provides opportunities to learn about careers	10.3			3.4	37.9	44.8
Provides opportunities for general learning	10.3				51.7	34.5
Effect on student motivation	3.4				62.1	27.6

n= 29 (41% return)

* at least 20% of those surveyed expressed negative or ambivalent opinions

However, at least twenty percent (20%) of the respondents expressed negative or ambivalent opinions about:

1. Encouraging other students to enroll in the E.B.C.E. program
2. Quality of the E.B.C.E. staff
3. Overall quality of the E.B.C.E. program

The parents were also asked to respond to a series to open-ended questions. These responses are presented in the following section:

Comments from the Open-ended Questions on the Parent Opinion Survey

What positive changes have you noticed in your child that might be a result of participation in the E.B.C.E. program?

"He has talked a lot about the program"

"Excited"

"She seems to be more positive of herself and about the world of work"

"I have noticed a lot of changes in her about finding a job"

"The E.B.C.E. program has opened a whole new world educationwise to my child, there should be more programs of this kind"

"She has become more aware of the world of work"

"My child is and has been interested in music, no help given here"

"In participation of the E.B.C.E. program, this student attended photographer classes, but didn't receive enough information about the career. I hope next sememster will be better."

"He has expressed a desire for a career at a high level"

"She is very interested in this program"

"Practice is more exciting than theory"

"I noticed that he is glad to be in the program"

"He has chosen the career he wants"

"He has never chosen the career he wants"

"I think that she realizes the importance of good grades and educational experiences"

"He is more interested in his career than he was before"

"More determined to finish his education and to achieve a goal"

"More confident"

"My child enjoys visiting the sites"

"More interested in going further with her education"

"He seemed to be more ready for a job"

"His interest in other career goals has broadened"

"Might change career plans"

"More confident in dealing with small children, has more patience"

What negative changes have you noticed in your child that might be a result of participating in the Experience Based Career Education program?

"I don't believe that I have noted any changes."

"That she still seems to be unopenly."

"Many"

"He doesn't think the field trips answer any questions for him."

"He does not go to on the site visits"

"Uneasy about the amount of work in certain job programs"

"He seems to have made his mind what field of work he would like to make his career in"

Teacher Opinion Survey

The faculty and staff of Hamilton High School were also asked to complete an opinion survey. A summary of response percentages for this group are presented in Table 17. (See appendix A for additional information)

Table 17

Teacher Opinion Survey (1978-1979)

Survey Item	Response Percentage
1. Please indicate the level of information you currently have regarding the E.B.C.E. program?	
1 = low	6.9
2	13.8
3 = moderate	37.9
4	27.6
5 = high	13.8
2. Please indicate your desire to have more specific information about the program?	
1 = low	19.2
2	3.8
3 = moderate	19.2
4	30.8
5 = high	26.9
3. What priority would you assign to the continuation of the E.B.C.E. program?	
1 = low	14.3
2	7.1
3 = moderate	17.9
4	17.9
5 = high	42.9
4. The E.B.C.E. program has been primarily supported by:	
Federal Funds	77.8
State Funds	3.7
Local Funds	0.00
All of the above	18.5

Teacher Opinion Survey (1978-1979) continued

Survey Item	Response Percentage
5. During the 1978-79 school year, the numbers of students enrolled in the E.B.C.E. program is approximately:	
0-15	8.7
16-30	4.3
31-45	17.4
46-60	26.1
61-75	43.5
76-90	
6. The E.B.C.E. program primarily provided the students an opportunity to:	
explore jobs	85.7
develop an awareness of self	14.3
be out of school	
earn an easy credit	
learn how to make decisions	
all of the above	
7. How many times have you asked an E.B.C.E. staff member to provide assistance for classes you teach during the 1978-79 school year?	
0	51.7
1-2	44.8
3-4	
5-7	
8 or more	
8. How many students in your 1978-1979 classes have been or are currently enrolled in the E.B.C.E. program?	
0	10.3
1-3	89.7
4-7	
8 or more	

Teacher Opinion Survey (1978-1979) continued

Survey Item	Response Percentage
9. When considering the E.B.C.E. program and the vocational offerings in your school, the E.B.C.E. program is:	
an unnecessary duplication	13.8
complementary	86.2
not related	
don't know	
10. If you had a daughter or son enrolled at Hamilton High School, would you encourage him/her to enroll in the E.B.C.E. program?	
yes	51.7
maybe	44.8
no	
don't have enough knowledge of the program to decide	3.4
11. Secondary education has an obligation to	
prepare students to go to college	17.2
help students adjust to their society	82.8
prepare students for gainful employment	
assist students in making career choices	
prepare students for the role as life long learners	
all of the above	
12. What percentage of students should be exposed to the E.B.C.E. program:	
10-20%	8.7
21-30%	8.7
31-40%	4.3
41-50%	4.3
51-60%	17.4
61-70%	13.0
71-80%	13.0
above 80%	30.4

n = 29 (48% return)

The results of this survey revealed that:

1. Twenty percent (20%) of faculty indicated that they had received a low level of information about the E.B.C.E. program, while eighty percent (80%) indicated having received moderate or high levels of information about the program.
2. Seventy-seven percent (77%) of the faculty indicated a moderate or high desire to have more specific information about the E.B.C.E. program.
3. Seventy-nine percent (79%) of the faculty assigned a moderate or high priority to the continuation of the E.B.C.E. program.
4. Twenty-two percent (22%) of the faculty held incorrect perceptions of the funding source of the E.B.C.E. project.
5. Eighty-six percent (86%) of the faculty considered the primary purpose of the E.B.C.E. program to provide students with the opportunity to explore jobs.
6. Fifty-one percent (51%) of the responding faculty members had not asked an E.B.C.E. staff member to provide assistance for classes. Of the forty-five percent (45%) of faculty who had asked for assistance, none had done so more than 2 times during the current school year.
7. Eighty-six percent (86%) of faculty considered the E.B.C.E. program to be complementary to the vocational offerings in the school.
8. Fifty-one percent (51%) stated that they would definitely encourage their child to enroll in the E.B.C.E. program while forty-five percent (45%) stated that they might encourage their child to participate in the E.B.C.E. program.
9. All of the respondents felt that secondary education either had an obligation to:
   1. Help students adjust to their society or
   2. prepare students to go to college.

None of the respondents felt that secondary education had an obligation to:

1. Prepare students for gainful employment,
2. assist students in making career choices or

3. prepare students for the role as life long learners.

10. Seventy-four percent (74%) of the faculty felt that fifty percent (50%) or more of the student body should be exposed to the E.B.C.E. program.

Community Site Personnel Survey

Business and service agencies that served as a community site for the E.B.C.E. program were surveyed during the month of March, 1979. A contact person at each site who had worked with the E.B.C.E. students was asked to complete the opinion survey. Responses to the survey were utilized in determining areas of achievement as well as areas of concern as viewed by the community site personnel. Responses to the survey items categorized by percentages are presented in Table 18.

Sixty-three percent (63%) of the community sites stated that between 10-20 students had visited their agency during the present school year. Twenty-seven percent (27%) stated that 21-30 students had participated in community experiences at their agency, and ten percent (10%) reported that between 31-40 students had visited their business or agency during the present school year.

E.B.C.E. staff members visited the community sites for the purpose of site development and to monitor student progress. Seventy-eight percent (78%) of the community sites reported that a member of the E.B.C.E. staff had visited their agency up to 10 times during the present school year. Fourteen percent (14%) of the sites reported that an E.B.C.E. staff member had visited their agency over 25 times during this school year.

Over seventy percent (70%) of the community site personnel surveyed reported positive opinions about the E.B.C.E. program for a majority of the items on the questionnaire. Community site personnel expressed positive opinions about the following items:

Table 18

COMMUNITY PARTICIPANT OPINION SURVEY

QUESTION	RESPONSE PERCENTAGE							
Number of students that have visited your agency this year.	10-20 63	21-30 27	31-40 10	41-50	51-60	61-70	71-80	above 80
Number of times a member of the E.B.C.E. staff has visited your agency to monitor student progress?	1-5 4	5-10 74	11-15 8	15-20	21-25	26-30 7	above 30 7	
	definitely no	no	not sure	yes	definitely yes			
Do you think students enjoy participating in the E.B.C.E. program?	21	17	29	17	4			
Would you say the E.B.C.E. program helps students to form career plans?			13	27	60			
Would you say that students learn a lot while attending the E.B.C.E. program?		3	7	50	40			
Do you think that students generally gain from their experiences in the E.B.C.E. program?			23	60	17			
On the whole would you say that your organization gains from participating				70	30			
Would you recommend that other organizations become involved with the E.B.C.E. program?		27	17	40	17			
Does your organization plan to continue its involvement with the E.B.C.E. program?			3	47	50			

Table 18 (continued)

COMMUNITY PARTICIPANT OPINION SURVEY

QUESTION	RESPONSE PERCENTAGE				
	POOR	FAIR	NOT SURE	GOOD	EXCELLENT
How well organized and coordinated do you think the E.B.C.E. program has been?			13	43	43
How would you rate the general quality of the E.B.C.E. staff?	7	3	7	57	27
How would you rate the personal counseling available in the E.B.C.E. program?		3	14	41	41
How would you rate the overall quality of the E.B.C.E. program activities?	7	3	7	57	27
	Much Less	Less	Not Sure	More	Much More
In comparison with regular schools, how much opportunity does the E.B.C.E. program provide students for learning about occupations?		3	14	41	41
In comparison with regular schools, how much opportunity does the E.B.C.E. program provides for students' general learning?			54	29	18
In comparison with regular schools how motivated to learn do you think students are in the E.B.C.E. program?		3	35	45	17

n=30 (This represents a 44% return)

1. Our organization gains from participating in the E.B.C.E. program.
2. Our organization plans to continue its involvement with the E.B.C.E. program.
3. Students learn a lot from attending the E.B.C.E. program.
4. The E.B.C.E. program helps students form career plans.
5. The E.B.C.E. program is well organized.
6. The general quality of the E.B.C.E. program and staff is above average (good or excellent).
7. The personal counseling available in the E.B.C.E. program is rated as being good or excellent.
8. The E.B.C.E. program provides more opportunities for student to learn about careers than the regular school program.
9. Students generally gain from their experiences in the E.B.C.E. program.

Community site personel indicated three areas of dissatisfaction or ambivalence. These were:

1. Student enjoyment of participating in the program.
2. Recommending that other agencies participate in the E.B.C.E. program.
3. The ability of the E.B.C.E. program to provide opportunities for the improvement of a student's general learning.

In addition to the more structured items of the questionnaire, community participants were asked to respond to three open-ended questions. Their responses to these items are presented below:

What positive changes have you noticed in students that might be a result of participation in the Career Education Program?

"Students have become more aware of what the job market expects and as a result have developed more reality; thus taking their skills more seriously."

"Taught the need of dependability in my organization. I'm afraid I demand it-this being a children's hospital."

"They have a realistic approach to their career goals."

"Better understanding of their particular chosen field and the reality of the fact that they must give serious thought toward a career."

"Our student had a better understanding of work after being here."

"Students depend on CEP for job placement."

"They showed an increased desire to get started in a job."

"I have no contact with the students after they participate in the program at this agency."

"Most of the students through participating seem to know or at least have a general idea as to what they want."

"Realizes that work on a regular job required effort and dedication."

"Don't really know. They are motivated when they get here and are motivated when they leave."

"Students seemed to be more aware of our system of justice."

"Not enough exposure to note results."

"Unsure."

"I think it gives young people the opportunity to see for themselves whether they would enjoy a particular occupation before really getting involved in it."

What negative changes have you noticed in students that might be a result of participation in the Career Education Program?

"None, other students participating in a career program that does not turn out to be what they expected."

"Student seemed reluctant to face the responsibility one must in a professional position. He questioned about positions of lesser responsibility."

"They become too interested in the dollar and less interested in learning how job situations really work."

"Unsure."

What suggestions would you offer for improving the E.B.C.E. program?

"Allow students to spend more time at the agency."

"I would suggest that the program develop some type of course that helps the student deal with their own personnality. Some students are shy and reserved."

"Perhaps a little more screening and tighter reign for the purpose."

"More faculty involvement, the counselor should have a greater knowledge of all that is involved in a career program."

"That better screening of students be achieved. A student should have an interest and a potential for a particular area. Student should be sent to particular career programs based on a particular knowledge, potential skills, and potential ability."

"The student should present the counselor with a report of his experiences or an example of his work upon leaving a site. Expected to have the counselor contact the agency during the student visits. Students were not obligated to respond or be evaluated on his achievement."

"More job placement"

"Student should get at least minimum wage for hours worked. Maybe it could be worked out like college work study."

"More school participation and more counselors expand the program as a whole."

"More learning of how companies make a profit. Being taught that individual productivity is a must for company survival."

"Closer contact and coordination with staff member relative to group initial organization. Participating business may be expert in their field, but too often are left without positive goals as regards the student participant."

"The length of time in the agencies should be expanded."

"There needs to be more communication between the programs staff and those who participate. There should also be more supervision of students involved. "

"More staff orientation and more careful screening of students."

"Continue the program"

"More transportation assistance for participants. More assistance from the EBCE staff for agencies with limited personnel."

"Students need to be instructed to be more assertive."

"More students need to be involved."

Summary

For the most part, personnel at the community sites expressed positive opinions about their involvement with the E.B.C.E. program. They felt that the program is of value to students in assisting them to make career decisions. A majority of the agencies currently involved in the E.B.C.E. program wish to continue their involvement with the program.

Summary of the Opinion Surveys

All three of the groups surveyed (faculty, parents, and community participants), expressed positive opinions about the E.B.C.E. program. They viewed the program to be an avenue through which students could learn about the world of work. Parents and faculty members indicated that they would encourage students to enroll in the E.B.C.E. program. Community agencies continued to be unsure about encouraging other agencies to take part in the program (This is a trend which has been expressed by this group each year.)

Each of the respondent groups expressed areas of ambivalence or negative concerns germain to each respondent group. No overlapping areas of concern were noted for the three groups.

PROCESS OUTCOMES

This section is concerned with a discussion of the processes utilized by the site in facilitating student learning. Emphasis has been placed on the documentation of site development, selection of curriculum materials, student selection, avoidance of sex-role stereotyping, and the development of student learning plans. The information gathered for this section was gained through the responses to the mid-point and year's end assessment form and comments made by the E.B.C.E. staff a various times during the 1978-79 school year.

Student Selection

Students who enrolled in the E.B.C.E program did so in response to recruiting visits by the E.B.C.E staff. As a result, E.B.C.E students were a self-selected group of 10th graders.

Control group students were randomly selected from the listing of all students who were enrolled in the 10th grade at Hamilton, but were not enrolled in the E.B.C.E. program. A description of the demographic characteristics of these two groups is found in the section of this report which deals with pre-testing.

Staff Selection

During the 1978-79 school year, two new staff members joined the E.B.C.E. program. These persons joined the staff during the academic year as replacements for persons who were transferred to other positions with the Memphis City School System. These staff members came into the project with experience in federal career education projects. One assumed position of Placement Coordintor and the other the Exploration Coordinator.

It should be noted that the addition of new staff members did not affect the male/female ratio within the staff, nor did the position ratio change. Recruitment of staff, according to the project director is done by the personnel department of the Memphis City Schools which advertise positions available via a job listings board. This department interviews prospective employees, and hires personnel. In some cases the project director may have interviewed applicants, but this was not the general pattern followed. The evaluation team assumes that the Memphis City School System is aware of regulations involving the equalization of employment opportunities.

Site Development

Site development and site monitoring were major components of this year's activity. During the year a total of 738 visits were made to community agencies. These were either for the purpose of monitoring the sites used by the project or in effort to gain more sites for inclusion in the project. An average of 15 site visits were made each week by the E.B.C.E staff.

In comparison with the 1977-78 school year (when 555 site visits were recorded), visits to community sites increased by 33%. Special emphasis was given to the developing of community sites for use in continuing programs.

Development of Student Learning Plans

Each E.B.C.E student was assisted in developing a student learning plan. In addition, each student was asked to keep a journal of his/her experiences and growth while participating in the E.B.C.E program. Pretest scores on evaluation instruments were made available to the E.B.C.E. staff for inclusion in the individual student's folder.

Avoidance of Sex Role Stereotyping

A special series of lessons on sex-bias were included in the topics covered in group guidance sessions. In addition, efforts were made to present guidance materials that were reflective of non-traditional vocational roles. Community sites were sought to provide students with appropriate role models involved in non-traditional careers.

Selection of Curriculum Materials

For the most part, staff members have chosen to utilize curriculum materials which have been commerically developed by other sources.

Materials selected are carefully reviewed by E.B.C.E. staff members and are chosen to assist students in the resolution of a specific career need. It has been noted that the supply of materials is ample and that materials which have been utilized appear to be appropriate for the intended population. Decision making and value clarification were the two areas listed as being the most difficult in which to secure quality materials. (It should be noted that value clarification was also listed as an area of concern in the 1976-77 evaluation report.) These materials were sequenced to form a curriculum source book for use at other sites within the Memphis city schools. (For additional information see Appendix D)

Program Dissemination

In order to disseminate the guidance component of the E.B.C.E program to other schools within the Memphis City Schools, members of the E.B.C.E. staff offered assistance to faculty members at three additional secondary schools (Carter, Central, and Raleigh-Egypt). Community site visits were co-ordinated by the E.B.C.E staff at Hamilton. Staff members at each of the respective schools assumed partial or total responsibility for the guidance component of the program. (See Appendix B for additional information)

PROGRAM CONTACTS

Student Contact Hours

A student contact hour is defined as the contact with one student for one class period. Table 19 lists the number of Student contact hours made by the project staff each week. During the 1978-79 school year a total of 10,165 student contact hours were recorded as being made by members of

the E.B.C.E. staff.

Site Contacts

During the 1978-79 school year, a total of 738 visits were made to community sites. These visits were made for the purpose of monitoring work sites and developing new sites. This aspect of the program has been discussed in greater detail in the process section of this report.

Students Placed

The number of students placed is defined as the number of individual placements on exploration or specialization sites and placements in positions of employment. During the 1978-79 school year, a total of 1,189 placements occurred.

TABLE 19

SUMMARY 1978-1979

DATE	COMMUNITY CONTACT	STUDENT CONTACT HOURS	NUMBER OF STUDENTS PLACED
7-31 - 8-4	4	46	
8-14 - 8-18		240	
8-28 - 9-1	3	162	1
9-4 - 9-8	3	97	
9-11 - 9-15	1	89	
10-2 - 10-6	38	304	
10-9 - 10-13	20	9	
10-16 - 10-20		25	
10-23 - 10-27	88	408	96
11-27 - 12-11	16	225	34
12-11 - 12-15	38	88	12
12-4 - 12-8	51	242	57
12-18 - 12-22	17	201	58
1-2 -5 - 1-8 - 1-12	16	68	50
1-15 - 1-19	34	426	75
2-12 - 2-16	14	457	36
1-23 - 26	28	228	36
1-29 - 2-2	51	330	38
2-5 - 2-9	9	148	22
2-19 - 2-23	17	113	36
3-12 - 3-16	46	338	54
3-19 - 3-23	37	453	72
3-26 - 3-30	38	277	104
4-2 - 4-6	29	373	64
4-9 - 4-13	36	372	126
4-1[illegible] - 4-20	9	265	11

TABLE 19 (Continued)

CONTACT SUMMARY 1978-1979

DATE	COMMUNITY CONTACT	STUDENT CONTACT HOURS	NUMBER OF STUDENTS PLACED
4-23 - 4-27	21	532	40
4-30 - 5-4	31	500	40
5-7 - 5-11	22	470	94
5-14 - 5-18	21	477	33
5-21 - 5-25		94	
TOTALS	738	10565	1189
Average per week (50 weeks)	14.76	211.30	23.78
Average per week (50 Weeks) per staff member (5 mbrs.)	2.95	42.26	4.76
Average per week (32 weeks)	23.06	330.16	37.16
Average per (5 mbrs.)	4.61	66.03	7.43

TABLE 20

COMPARISON OF CONTACTS

	TOTAL			WEEKLY AVERAGE			WEEKLY AVERAGE PER STAFF MEMBER		
	77	78	79	77	78	79	77	78	79
Community Contacts	97	555	738	5.4	15.4	23.06	1.3	3.08	4.61
Student Contact Hours	1,299	7,151	10,565	72.16	211.30	330.16	12.03	29.10	66.03
Student Placements	70	1,408	1,189	3.88	34.3	37.16	3.88	5.7	7.43
				18 wks.	36 wks.	32 wks.	18 wks.	36 wks.	32 wks.

Comparison of 1978 totals with 1979 totals;

Community Contacts-up 33%

Student Contact Hours-up 48%

Student Placements-down 15%

SUMMARY AND CONCLUSIONS

Summary

This report has presented the evaluation findings from the 1978-79 E.B.C.E. program and described the procedures utilized in the evaluation. This section briefly summarizes the content of the report, discusses findings, and presents recommendations based on evaluation activities.

The E.B.C.E. program provides secondary school students with expanded opportunities to consider and set career goals. Two principal types of experiences have been employed by the program; they are Career Exploration and Career Specialization. Students participated in activities conducted at the sites of various community resources and at a central facility within a large urban high school. The 1978-79 school year was the third implementation year for E.B.C.E. at Hamilton High School.

Two groups of students were involved in the evaluation of the exploration component. The experimental group (E.B.C.E. students) were self-selected. The control group (10th grade students not enrolled in E.B.C.E.) was randomly selected. The specialization group was self-selected. No control group existed for the specialization group . The experimental exploration group and the corresponding control group were given a pre- post-test battery composed of the following instruments:

1. Career Maturity Inventory Competence Scales
    a. Knowing yourself
    b. Knowing about jobs
    c. Choosing a job
2. Career Maturity Inventory Attitude Scale
3. Bem Sex Role Inventory

In addition, the Demographic Data Questionnaire was given to gather background information. Specialization students were given a modified form of the Placement Readiness Scale at the end of the program year.

Findings

The following findings are based on data presented earlier in this report:

1. E.B.C.E. students were not found to be a distinctive sub-group within the larger population of tenth grade students. At the time of pre-testing, no significant differences were found between E.B.C.E. students on any of the pre-test measures.
2. As a result of exposure to the E.B.C.E. program:
   A. Significant differences were noted in the distribution of five year occupational plans for E.B.C.E. students.
   B. E.B.C.E. student's perceptions of their post-secondary plans were not significantly altered.
   C. No significant differences were noted in the pre- and post-test mean scores on the Bem Sex Role Inventory, but the pattern expressed by the scores changed. Students enrolled in the E.B.C.E. program moved from an Undifferentiated sex-role self-concept to a Traditional Male sex-role self-concept. Control group students moved from an Undifferentiated sex-role self-concept to an Androgeneous sex-role self-concept.
   D. E.B.C.E. students scores on the "Knowing Yourself" sub-scale of the Career Maturity Inventory significantly increased. No significant changes were noted for the other three sub-scales of the test.
   E. Students hold positive opinions about their experiences in the E.B.C.E. program.

3. Specialization students felt that they could successfully:
   A. indicate a specific job title about which they wished to pursue further information;
   B. specify a preferred geographic location in which they wished to be employed;
   C. write a letter of application, arrange an appointment for a job interview;
   D. ask a person to write a letter of recommendation; and
   E. evaluate personal skills and abilities in relation to the job market.

   This same group of students indicated that they would need assistance in:
   A. choosing specific employment, and
   B. locating the names of prospective places of employment.
4. Community groups expressed positive feelings about:
   A. the program's assistance to students in forming career plans;
   B. the help given to students in learning about careers; and
   C. the overall quality of the program, staff, and counseling provided.

   This same group expressed negative or ambivalent feelings about:
   A. student enjoyment of participating in the program;
   B. the value of recommending that other agencies participate in the program; and
   C. the ability of the program to improve a student's general learning.

5. More student contacts were made by the E.B.C.E. staff during the 1978-1979 school year than were made during the 1977-1978 school year. Student contact hours increased forty-eight percent (48%), community contacts increased by thirty-three percent (33%), and student placements decreased by fifteen percent (15%).
6. The parents of students who were enrolled in the E.B.C.E. program held positive opinions about the program as a whole. They were especially pleased with the amount of student progress information provided and with the ability of the program to help students to form career plans.
7. Faculty members viewed the E.B.C.E. program to be complementary to other school programs. In addition, ninety-six percent (96%) indicated a desire for more information about the program; seventy-nine percent (79%) would like to see the program continued beyond its present funding cycle; and fifty-one percent (51%) would encourage their own children to enroll in the program if it were available.
8. Curriculum development was primarily based on adapting other materials for use in the E.B.C.E. program rather than writing new materials.
9. The E.B.C.E. program was instituted in various ways and to various degrees in three other schools within the Memphis City system during the 1978-1979 school year.
10. The E.B.C.E. project director was not appropriately involved in selection of project staff.

11. The local school district failed to utilize end-of-project funds for development of curriculum, inservice education, and/or other administrative tasks.

Conclusions

The conclusions presented in this report are based on data gathered during the 1978-1979 school year. In addition, observations made by members of the evaluation staff during the three-year duration of the project have been incorporated into the following conclusions:

1. The noted changes in sex-role self-concept are reflective of the influence of role modeling. (The E.B.C.E. staff has commented frequently upon the lack of availability of female role models in many occupational groups.)
2. Exposure to the E.B.C.E. program fostered increases in the student's knowledge of him/herself.
3. The E.B.C.E. program is of interest to students, and they see the program as being of value to them.
4. Exposure to the E.B.C.E. program increased student awareness of occupational groups and increased the ability of students to visualize themselves in an occupational group.
5. Parents and community agencies directly involved with the E.B.C.E. program are very supportative of the E.B.C.E. program and desire to see such programs continued.
6. Site development, securing administrative support, and site coordination were underemphasized aspects of the E.B.C.E. program.
7. The success of programs such as E.B.C.E. is dependent upon support of the building administrator.

8. Some staff assigned to this project were not committed to the purposes of this project. Furthermore, this lack of commitment was detrimental to the overall outcomes of the project.
9. The school district lacks a commitment to continue an E.B.C.E program which has been proven of value to students and which has the support of parents and community, business, and industry personnel who have been involved with the program.

Recommendations

This report is the culmination of three year's work with the Memphis E.B.C.E project. Many recommendations that were made in previous reports have been incorporated into the program. As this is the third and final year of this exemplary project, the evaluation team feels that it is appropriate to make recommendations that are relevant to a complete E.B.C.E. program. We believe these recommendations are important to the installation of successful E.B.C.E programs in other schools that follow the design utilized by the Memphis City Schools:

1. The E.B.C.E. program should be a teacher based program. It should be considered a regular class assignment with appropriate curricular and class hour responsibilities. In addition to teacher based programs, counselor based and resource based programs were employed by the Memphis City Schools. Counselor based and resource based programs did not prove to be as well supported nor as successful as the teacher based program.
2. When the E.B.C.E program is offered in the curriculum at more than one location, a centralized program of site development, supervision and site monitoring should be developed. This activity should not become the primary responsibility of each classroom teacher.

Classroom teachers are often needed for student conferences outside regular class hours and are often pressed for time to work adequately with community agencies. Moreover, when a community site is utilized for more than one occupational experience, coordinator time can be used more efficiently by keeping duplicate site visits to a minimum.

3. The minimum length of classroom experience should be one school year. Data gathered during the years (1977 to 1979) when students were enrolled in the program for two full semesters, indicated more positive changes than during the 1976-1977 school year in which student received only one semester's exposure to the program.
4. Students must be provided with release time from school to fully participate in on-site experiences. After-school experiences and limited field trip experiences have not proved to be as successful as those visits which allow a maximum of time to be spent at the community site.
5. An active community liason group (advisory committee) is imperative for the success of such community based projects. Since these people represent the community agencies which are a vital factor in a program of this kind, their input is important as a valid force in shoping future activities and programs.
6. To facilitate curriculum development and student progress, an adequate career resource center must be established in each school in which the program is offered. As this program is designed to foster self-exploration and information seeking, an adequate supply of materials must be readily available for

student use. Materials management and use have been a problem when adequate career resource materials have not been provided at each school in which a program has been located. Members of the evaluation team and E.B.C.E. staff members are well aware of the complaints of students and faculty members concerned by the lack of readily available materials at some schools.

7. In order to secure vital faculty and administrative support of E.B.C.E. programs, inservice activities must be planned and conducted in such a manner as to foster cooperation and understanding among staff members. A majority of faculty members indicated a desire to have more information about the E.B.C.E. program. It has been the experience of the E.B.C.E. staff that as faculty contact with the E.B.C.E. program increased so did positive attitudes about the program.
8. Emphasis needs to be placed upon the benefits the school system received as a result of business and community support of schools and school programs. Determination of the reasons for ambivalence in recommending that other agencies participate in the E.B.C.E. program may prove useful in developing new community sites and strengthening the bond between the school and the community. Community site personnel need to be made aware of the positive value that site participation plays in the facilitation of student growth.
9. Information programs for parents of students enrolled in E.B.C.E. programs need to be implemented. Parents are supportive of the E.B.C.E. program and see its contributions to their daughters/sons. When progress reports and program information is directed to

parents, it appears that their support for the program is enhanced.

10. Staff selection should involve those individuals who have major administrative responsibility for the E.B.C.E. program. Assignment of staff by central personnel offices without major input from project staff can result in ineffective and/a non-committed staff. Since this program requires behaviors different from those in many educational roles, selection of qualified and interested staff is critical.

APPENDIX A

ADDITIONAL INFORMATION

FACULTY OPINIONS

On December 12, members of the evaluation staff interviewed administrators and selected faculty at Carver and Central High School relative to the E.B.C.E. program at these locations. Questions were asked to determine the respondents understanding of the purposes of the program, their acceptance of the program, support services provided and those still needed, and the coordination and overall mechanics of providing the E.B.C.E. program to additional schools. Persons interviewed included Mr. James Smith, Principal, Mrs. Little, Counselor, and Mrs. Turner, Teacher at Carver. Mrs. Brown, Counselor at Central High,was interviewed. The principal at Central was unable to be interviewed because of other commitments.

For the most part, those interviewed demonstrated a reasonable understanding of the purposes of the E.B.C.E. program and that the program was both worthwile and needed by students. Persons at one school stated that acceptance of the program and student enrollment could be improved if the program had been presented to faculty and students via different methods than those utilized. The inclusion of the E.B.C.E. program as a classroom subject with assigned staff responsibilities was seen as one of the more effective ways of managing the program.

The Carver principal indicated that he would be willing to use allotted staff position to provide E.B.C.E. instructors. Both he and the guidance counselor said they saw a positive difference in students who had been in the SPAN program and felt it was unfortunate it had been dropped. Both believed E.B.C.E. is, like SPAN, an important experience for students and would like to see the program made available to more students.

Career information and other related materials were said to be out-dated and in short supply at both schools. Materials from Hamilton High School were being loaned to both centers. Arrangements had been made for students to use those materials which of necessity were housed at Hamilton High School .

The coordination and support provided by the E.B.C.E. staff assigned to Carver has been outstanding. The job site development and overall assistance provided to date is considered to be very beneficial. The E.B.C.E. staff person has also attended each E.B.C.E. meeting. The teacher at Carver indicated that this has been helpful but not necessary. (Her especially rich background in career education and her interest in implementing the E.B.C.E. concept are major factors in her being able and willing to carry the ball.)

It was the consensus of those interviewed that the E.B.C.E. program was worthwhile and needed by students; however, there are problems of staffing and managment which do not permit the present E.B.C.E. staff to be utilized effectively and to their fullest potential.

It is recommended that the E.B.C.E. staff assigned to Carver be assigned to further developmental work in lieu of attending the Carver E.B.C.E. class.

APPENDIX B

ADDITIONAL INFORMATION

PROGRAM DISSEMINATION

March 15, 1979

Raleigh-Egypt High School, E.B.C.E. Project Visit

On March 15th, a member of the E.B.C.E. Evaluation Team met with Mr. Wakefield, Counselor, and Mr. Bennett Hunter, Principal of Raleigh-Egypt High School. Mr. Wakefield is the person designated by the principal to have responsibility for the E.B.C.E. in Raleigh-Egypt High School. The responsibility for the program at Raleigh-Egypt has been largely carried out by an E.B.C.E. staff member, Kathy King, who is assigned to work with Mr. Wakefield. The interview with Mr. Wakefield indicated a reasonable understanding of the purposes of the E.B.C.E. project and very positive support for the program. Mr. Wakefield did indicate, however, that he felt that the project could be more successfully operated within the school if a person other than the guidance counselor were assigned this responsibility as a part of their teaching load.

Mr. Hunter demonstrated a less clear understanding of the purposes of E.B.C.E. and felt that the low enrollment in the program was due primarily to the exisitance of other programs which have as a primary goal assisting students to get jobs i.e. distributive education. Even after explaining that getting a job while in high school was not a primary goal of E.B.C.E., Mr. Hunter again made reference to this as being his perception of the purpose of E.B.C.E.. Seven students are involved in project activities at Raleigh-Egypt. Mr. Hunter indicated he had not had personal converations with the students and had limited information about the program. He did indicate, however, that if students in sufficient numbers were desirous of the program, he would not have any problem in utilizing interested and qualified personnel to teach such a program.

Six of the seven E.B.C.E. students, all seniors, were in school on March 15. These students were called together as a group, and a short interview session was held with them. Each student was asked to offer comments regarding the program and their comments regarding the program are summarized below. Jim indicated the program was as he had expected and that it had helped change some of the opinions he held regarding future work activities. He indicated that there had not been as many site visits as he had originally anticipated. Sharon said it was a good program, and that it had been responsible for helping her to change her goal from nursing to that of physical therapist. Mike indicated that he had positive feelings regarding the program and that the had known what he wanted to do when he came into the program. However, he did feel that the program had helped to reinforce his decision. Joy said the experience had been a good one, although she had expected more site work. She indicated she had learned more about her original field of interest and still was aimed in that direction, but that she now sees more options open to her. Cheryl said the program was good and was what she had expected. As a result of the program, she has been given a better understanding of her field of interest, psychology, but that she now sees many more related areas for application of this interest. Mark indicated that he liked the program and "it was pretty much as he had expected except that they had not been at sites much." Mark volunteered that this program ought to be made into a class. In response to some general questions that were asked of the group, there was a consensus that the program had been helpful to them as seniors, but that it would be better if it were made available as an elective or required subject at the 10th grade level. Without exception, all recommended the program. They indicated that their parents had been most supportive of their enrollment in the program and felt that the site cooperation was excellent.

The visit to Raleight-Egypt further confirmed the desirability of a teacher-based model for the E.B.C.E. program. It also provided further support for earlier recommendations made regarding working with key principals to recruit staff and utilize remaining E.B.C.E. funds for staff development during the summer of 1979. It seemed obvious that the students at Raleigh-Egypt were very enthusiastic about the program and that Kathy had performed a valuable educational service for these students through the E.B.C.E. project.

APPENDIX C

ADDITIONAL INFORMATION

STUDENT PROGRESS

On March 15, a member of the evaluation staff interviewed 44 students who were currently enrolled in the E.B.C.E. exploration program at Hamilton High School. The purpose of the interviews was to determine student opinions regarding the guidance and community exploration portions of the program. In addition, the students were given an opportunity to express their overall opinions of the program, areas of concern, and suggestions for improvement.

Students were asked to tell how they became knowledgeable of the program. Seventy-three percent (73%) stated that they had learned of the program at the time of pre-registration for the coming school year, twenty percent (20%) stated that they had learned of the program from a friend, two percent (2%) learned of the program from a member of the faculty of Hamilton High School after they had enrolled in other classes, and two percent (2%) learned of the program from a member of the board of education.

Forty-eight percent (48%) of the students who had enrolled in the E.B.C.E. program did so because they wanted assistance in choosing a career. Thirty percent (30%) stated that they enrolled in the program to learn about jobs, while eleven percent (11%) had enrolled in the program because it sounded interesting to them. Four percent (4%) stated that they enrolled in the program so that they might obtain a vocational transfer so that they could attend Hamilton High School, and one percent (1%) enrolled in the program at the recommendation of a school counselor.

For the most part, students have found the E.B.C.E. program to be all that they had hoped that it would be. Eighty percent (80%) of the students questioned said that it had been what they expected and more. Five percent (5%) said they did not enjoy the program, and two percent (2%) were undecided.

Ninety-three percent (93%) of the students interviewed stated that they would recommend the E.B.C.E. program to others. Only five percent (5%) stated that they would not recommend the program to students. The remaining two percent (2%) were undecided on this item.

When students were asked how they would transfer the E.B.C.E. program to other schools, several alternative methods were suggested. Twenty-three percent (23%) felt that it should be a school class. Fifteen percent (15%) felt that a series of field trips or site visits should be offered. Twelve percent (12%) felt that it would be a good idea to offer E.B.C.E. as a summer program. Twelve percent (12%) would like to have resource persons visit in regular classrooms. Eight percent (8%), wished such a program would be offered through D.E. or as an after school program. Other suggestions included offering the E.B.C.E. experiences through an area school, as a club activity, or as a guidance activity.

When asked what part of the E.B.C.E. program had been most helpful to them, fifty-three percent (53%) noted the site visits. Twenty-six percent (26%) considered the class discussions to be most helpful, and sixteen percent (16%) considered the study of the world of work to be most helpful. Four percent (4%) of the students listed the self tests and cluster book as being the most helpful.

Forty-eight percent (48%) of the students considered the site visits to be the most enjoyable portion of the E.B.C.E. program, although thirty-eight percent (38%) felt the group discussion was the most enjoyable portion of the program. Other components of the program considered to be enjoyable included: "the look book," "the cluster book," and the skating party.

Students were asked to enumerate the protions of the E.B.C.E. program that they had failed to enjoy. Forty-eight percent (48%)

of the students interviewed stated that there was nothing about the program they disliked. Of those students who listed areas, thirty-nine percent (39%) stated that there was too much writing in the program and thirty-five percent (35%) stated that they did not enjoy some of the class discussions.

A majority of the students stated that they were received positively by site personnel and were surprised that they were able to do actual work at the sites. One student stated that her typing skills had improved as a result of site contact, and another student stated that she had learned the importance of getting to work on time.

Students listed several minor problems at the sites such as the high price of food and difficulty of reaching sites by public transportation. Several students stated that site orientation needed to be improved and that the number of community sites needed to be increased. One student stated that the machines on one site were too high for her to reach. No major problems were listed.

APPENDIX D

CURRICULUM DEVELOPMENT

OUTLINE

EXPLORATION COMPONENT

1. Formulation of Goals

RBS
Student needs
Coordinator views
Proposal goals
Staff developers
What students needs to know
World of work skills

2. Next step in making plans for curriculum

Sequencing of material
Addition and deletion of materials by concensus of coordinators
Locating of materials to reach goals
Development of materials to reach goals

3. Sources

RBS
Hamilton Library
DOT
Occupational Outlook Handbood
Values Clarification Exercises
Decision Making Booklet
Economics Packer
Career Ed Resource Room
Purchased materials
TDES Publications
Occupations in Demand - U.S. Dept. of Labor Publication

4. Use of materials

RBS material
RBS Staff Developers
UT evaluators
Career ed catalogs (commercial)
Already existing material at Hamilton in Resource Room
Tenn. Dept. of Employment Security Publications
Word of mouth

5. Criteria for Developing Material

Accomplishment of goal
Student interest and response level
Can the student understand the material
Will it help the student in career formulation
Will it help the student in his/her adjustment to the World of Work
Techniques and tricks (how to do - applications, resumes, interviews)

6. Most Difficult Area

Translation of works into use about the self - self awareness, self disclosure, and internalization of words, and putting this into perspective, acting upon it and effecting closure

7. Why?

Student comments - "I have heard the words before, but I don't understand how to use them about me."
"I would rather be writing than have to think and talk."
Students are markedly uncomfortable when talking in terms of I.

8. Easiest area to communicate

Information giving - clusters, careers
Techniques - how to fill out things
Routing matters of guidance information giving

9. Why?

Students absorb information and like the repetition of writing and listening. They are comfortable with what they have done before. Like materials directly related to their own interest area and feel the other areas are not worthwhile.

10. Are you satisfied?

Last year development of curriculum was expected to be produced on a short term basis with less than adequate time for such preparation. It was also left up to the coordinators entirely for content, procedures, time lines, etc. Being relatively new at incompassing a total year's program, more constructive input would have been welcomed. After going through the procedure once, reevaluation for the third year will be simplier since it is the coordinator's total responsibility to decide the content, direction, procedures, and evaluation approach in order to meet the goals of the program and the needs expressed by students.

APPENDIX E

CASE STUDIES OF STUDENTS

Frank is a seventeen year old student who is enrolled in the tenth grade at Hamilton High School. He enrolled in the E.B.C.E. program because he wanted to learn about jobs. When he entered the program, he hoped to become a carpenter. Since entering the E.B.C.E. program, he feels that his grades have improved. (Frank stated that he had a grade average of "D".)

Frank and his parents feel that the site visits have been helpful to him in helping him make a more realistic career choice. Because of his experiences at a site concerned with carpentry, he has decided to consider careers in different areas.

At present, Frank's post-secondary plans are to go to college or a vocational school. He is presently interested in becoming a mail carrier.

A member of the E.B.C.E. staff has noticed that he is becoming less of an isolate, but still prefers to interact on a one-to-one basis.

Frank has indicated that the E.B.C.E. program has been a benificial and enjoyable experience. He has stated that he would recommend the program to other students. "It has helped me to learn about careers."

Nina is a sixteen year old sophomore at Hamilton High School. She enrolled in the E.B.C.E. program to help her in making career decisions. At the beginning of the 1978-79 school year, she wanted to be a telephone operator.

Nina had a "B" average when she entered the program. She has maintained that average throughout the present school year.

Nina feels that the E.B.C.E. program has helped her to become more interested in the world of work. She feels that the site experiences have increased her reality orientation and have helped her to understand the expectations of employers better. "It gave me a better interest in work."

Nina's parents have noticed that she is more interested in finding a job as a result of the E.B.C.E. experiences. A member of the E.B.C.E. staff has described her as being a "planner". She has shown a great interest in the E.B.C.E. program and has been a consciencious and thorough student.

Nina has now decided that she wants to be a physical education teacher and is making plans to attend a four-year college.

Cassandra is a sixteen year old sophomore at Hamilton High School. She enrolled in the E.B.C.E. program because she wanted to learn about different jobs. When she enrolled in the program, she had not formulated any career plans.

She described herself as being a "C" student. Since enrolling in the program, she reports that her grades have improved.

Cassandra's parents feel that she has "grown up a little" as a result of her experiences in the E.B.C.E. program. A member of the E.B.C.E. staff has reported that the present school year has been a "problem solving" year for this student. They have stated that her performance has improved, and that she is beginning to feel more "positive" about her abilities.

Cassandra feels that the E.B.C.E. program has helped her to want to study harder so that she can get a better job. She also feels that it is important that she choose a job that would allow her to work in an environment that she would fine enjoyable. "It has opened my eyes on trying to make a better foundation for me and my future and all that is ahead, to try and work harder at an education.

At the present time, Cassandra is planning to find a part-time job and to go to college. She would like to become an elementary school teacher or a counselor.

Kevran is a fifteen year old sophomore. He enrolled in the E.B.C.E. program because "it sounded interesting to him". When he enrolled in the program, he was interested in becoming a policeman.

He described himself as being a "C" student. Since enrolling in the E.B.C.E. program, he states that his grades have improved "a little".

Kevran's parents believe that the E.B.C.E. program has helped their son to know where to begin to get the training and experience to begin to achieve his present career goals.

An E.B.C.E. staff member describes him as a showing leadership ability. He is also described as being goal-oriented.

For Kevran, the E.B.C.E. experiences have helped him to confirm a career choice that he had made earlier. He plans to enter military service after high school graduation, and then to attend college. Eventually, he hopes to become a detective. "Through this course I have learned a lot about the jobs I am interested in."

Sonja is fifteen years old and is a sophomore at Hamilton High School. She enrolled in the E.B.C.E. program because she "didn't know what she wanted to be". At the beginning of the program, she decided that she wanted to be a medical doctor.

Sonja's had a 3.4 grade average when she entered the program. During the present school year, she states that her grades have remained the same.

Sonja's parents feel that the E.B.C.E. program has been of help in that it allowed Sonja to become aware of many career fields. A member of the E.B.C.E. staff feels that the E.B.C.E. program has helped Sonja to look at more specific careers within her area of interest.

Sonja feels that the E.B.C.E. program has helped her to choose her subjects"according to what she wants to be". "Even though I don't know what I want to do, this class has made me aware that I want to work in the Health field."

At present, Sonja is planning to be an anesthesiologist. After high school, she plans to go to college and then to attend medical school.

Marvin is fifteen years old and is a sophomore at Hamilton High School. He enrolled in the E.B.C.E. program because he wanted to get a job. At the time of enrollment, his career goal was to become a fireman.

Marvin reported that he had an "A" average. He has maintained his average since enrolling in the program.

Marvin's parents feel that the E.B.C.E. program has helped him learn about the world of work. An E.B.C.E. staff member has noted that his conduct has improved considerably since the beginning of the school year. His behavior is also reflective of a postivie change in his overall attitude.

Marvin has stated that the E.B.C.E. program has helped him learn about jobs. "It has helped me to understand about careers."

After graduation he plans to attend college. At the present time, Marvin's career goal is to become either a lawyer, policeman, or a medical doctor.

Phyllistene is a sixteen year old sophomore at Hamilton High School. She enrolled in the E.B.C.E. program because she was "undecided" about her career goal. At the time of enrollment, she stated that she wanted to become a flight attendant.

Phyllistene reported that she had a "B" average when she entered the E.B.C.E. program. Since her enrollment in the program, she has maintained her grade average.

Phyllistene's parents feel that the E.B.C.E. program has helped her in choosing a career. An E.B.C.E. staff member described her as an exceptional person. Through her experiences in the program, she had learned to accept criticism without loosing her assertativeness.

Phyllistene feels that the E.B.C.E. program has given her " a little on the job training" and has helped her to understand herself better. The experience has also caused her to select other coursework with a greater sense of direction. "I feel E.B.C.E. class has given me a firm footing on careers that will suit me best."

At this time, Phyllistene is planning to attend college (Penn State University). She is hoping to become an elementary school teacher.

Robbie is sixteen years old and is a sophomore at Hamilton High School. She enrolled in the E.B.C.E. program because she "wanted to learn more about jobs".

Robbie was a "B" student when she entered the program. She has maintained that average throughout the present school year.

Robbie's parents feel that her enrollment in the E.B.C.E. program has helped to improve her "personnality". A member of the E.B.C.E. staff has noticed that she has become more cooperative, and that she is becoming more tolerant of others.

Robbie has stated that in addition to learning about jobs, the E.B.C.E. program has helped her to get along with others. She has also stated that she has become better at "making friends". "It has improved my personality and taught me how to get along with a very large number of people and how to control my temper."

At present, her post-secondary plans include going to college. She is hoping to become a veternarian.

Hildreth is sixteen years old and is a sophomore at Hamilton High School. She enrolled in the E.B.C.E. program because she wanted to get some experience in a career area that she had chosen previously. (She wants to be an accountant.)

Hildreth described herself as being a "C" student. She has maintained that average while she has been enrolled in the E.B.C.E. program.

Hildreth's parents feel that the E.B.C.E. program has been beneficial to her because it may have caused her to visit a place at which she might possibly be employed in the future. Hildreth is described as being responsible. She is also a good time manager. It has been noted by a member of the E.B.C.E. staff that Hildreth has considered several non-traditional career fields and has requested to visit sites in those areas.

To Hildreth, the E.B.C.E. program has been a means of looking at her future plans. She has stated that it has been a "learning experience".

Hildreth plans to attend college. She is still planning to become an accountant.

Margaret is sixteen years old and is a sophomore at Hamilton High School. She enrolled in the E.B.C.E. program to gain more information about a career that she had already chosen. (She is planning to be a lawyer.)

When she entered the program, she had a "B" average. Since her enrollment in the program, she has stated that her grades have improved.

Margaret's parents feel that the E.B.C.E. program has helped her to learn about "different jobs". An E.B.C.E. staff member has noted that participating in the E.B.C.E. program has helped her to become more comfortable in group situations.

Margaret feels that her E.B.C.E. experiences have helped her to learn to communicate with others more effectively. In addition, she stated that she is more willing to participate in group classroom activities.

At the present time, Margaret is planning to attend college. She eventually hopes to accomplish her plan to become a lawyer.

FINAL PROGRAM PERFORMANCE REPORT

I. PROJECT NUMBER

502AH60103

II. GRANT NUMBER

G04 76 03005

III. TITLE OF PROJECT

MEMPHIS EXPERIENCE BASED CAREER EDUCATION

IV. GRANTEE ORGANIZATION

MEMPHIS CITY SCHOOLS

V. PROJECT DIRECTOR

Daniel H. Campbell, III

VI. PERIOD COVERED

FROM: September, 1976 TO: September 12, 1979

VII. ACCOMPLISHMENTS DURING THIS PERIOD

Developed a Pre Vocational Program introducing 9th grade students to Vocational programs available in the 10th grade.

Developed an exploration and specialization program for high school students exposing them to the various career programs available to them as well as Vocational training available to them on the high school level which would help them toward their career objective.

Developed a Career Counseling Program to help in career selections and self evaluations.

ED126625

Dr. William Payne, Assistant Superintendent, North Area, Memphis City Schools, was assigned the task of developing a K-12 program about Career Education by the Superintendent for the 1980-81 school year.

VIII. MAJOR ACTIVITIES AND EVENTS

Periodic advisory meeting with businesses and industry for program improvement and increase business participation.

Student guidance, Community Exploration and Specialization which involved field trips to various businesses to help in Career selection.

IX. PROBLEMS

Staff selection and training of staff. To meet the need of an innovative project it was very difficult to forsee all the needs in staff development and training required and once the need for training was identified it was difficult to obtain person qualified to conduct this training.

X. PUBLICITY ACTIVITIES

Local Area Chamber of Commerce, in their M report, requested businessmen to participate in E.B.C.E. program and in this report, provided forms for them to fill out for those who wanted to participate.

Local Newspaper and T. V. stations covered the program numerous times.

EBCE Program Underway

October was the first month for exploration of careers for tenth grade students in teh Experience Based Career Education program at Hamilton. The EBCE students participated in scheduled activities at the following companies: Plough, Inc., Delta Refinery; Red Cross Association; City Prosecutor's office; City Probation office; Skills Center; Internal Revenue Services; Board of Education; Health Department; Union Planters Bank; Prospect Elementary School; ETMF; and the Southern College of Optometry.

Students recently responded to a Questionnaire involving their impressions and opinions regarding the site visits. Question: What did you enjoy about the site visit?

Phyllis Parson - I liked the people in charge . . . "

Katina Mitchell - "The operation of the computers"

Eddie Cummings - "talking with the people . . . "

Deloris Brown - "the Red Cross film . . . "

Kay McClanahan - "working with the kids at Prospect and talking . . . "

Question: What do you like about the EBCE program?

Charlotte Jackson - "Going out to visit the sites; hands-on training; being independent".

Loary Hoskins - "Going into the courtroom and listening to different trials."

Barbara Myers - . . . " the students and the way the school was organized".

Janet Allen - "Learning about different diseases of the eyes."

Rod Batts - "The filmstrip"

Juanita Harris - "Watching the different machines".

Cheryl Freeman - "I enjoyed listening to the dietician."

Sharon Sutton - "Visiting the vaults".

Ronnie Strong - I wasn't interested in that particular career, but I did enjoy seeing how to print pamphlets, book covers, etc.

In November, the EBCE students will visit the following businesses: WLOK; Memphis Public Housing Authority; Memphis Public Library; Memphis Area Transit Authority; Memphis Area Vocational Technical School; Juvenile Court; Army Defense Depot; and the Naval Air Technical and Training Center.

EbCE Students Visit Internal Revenue Service -
Left to right: Walter Franklin, Prentiss Price, Karen Turner, June Vandridge, IRS official, Ms. Matthews, Teacher, Amelia Baker, Mr. Herbert Casey (IRS)and Mr. Smith (IRS).

Memphis EBCE Works Toward Elimination of Sex Bias

The Hamilton High Experience Based Career Education program, the only such career community exploration program in Tennessee, is certainly making waves in the area of Title IX and sex equity.

This EBCE team has already formed a Title IX committee to deal with all areas of discrimination based on sex. This committee made up of **Sandra Simmons** from WAGES (Women and Girls Employment Services); **Margaret Williams**, Memphis City Schools' affirmative action coordinator; **Kathy King**, the Title IX coordinator for EBCE; **Dan Campbell**, project director of EBC; **Mr. Oliver Johnson**, the Hamilton High School principal; **Mr. Charles Tarpley**, the head of Hamilton Guidance Department; and **Ms. Sarah Burchfield**, the personnel manager of C&I Bank and the only female personnel bank manager in Memphis, is very dedicated to providing equal opportunity for all regardless of sex.

On November 17, 1977, the committee met to discuss problems students face due to sex stereotyping, career selection, and job placement and developed a plan for attacking the issue. This plan includes teacher inservice programs, student activities, and community and employer involvement.

Ms. Kathy King, the EBCE Title IX coordinator, with the cooperation and involvement of Shirley Buford of South Central Bell has already begun meeting the challenge by providing tenth grade students in the EBCE program with exposure to women engineers of South Central Bell dedicated to this effort. These individuals provided a very well organized program for students about problems faced by them as non-traditional workers as well as the very rewarding experience of working in the field for women.

Also, Attorney Joe Brown of the District Attorney's Office discussed the legal aspects of Title IX and procedures to follow if students feel they have been discriminated against on the basis of sex. The program was very rewarding and not only provided students with enlightenment but the news media gave coverage for the Memphis community.

The Memphis EBCE staff encourages all areas of Tennessee to develop Title IX advisory committees and programs to help in the elimination of sex bias based on sex for certainly all members of our society deserve an equal opportunity.

For information on the project you may contact Mr. Daniel **Campbell, Hamilton High School, 1363 Dixie, Memphis, Tennessee 38106.**

Published through Sex Equity Grant—1976 Education Amendments (Title II, P.L. 94-482).

John Leeman
Assistant Commissioner
Division of Vocational-Technical Education

Millie Huff, Editor
Equal Vocational Opportunity

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"Welcome aboard. This is your captain, Margaret Williamson, speaking."

LOCAL NEWS COVERAGE REVIEW

Early in the program the following report appeared in the local minority newspaper.

Memphis selected

As model site for EBCE in Tenn.

Memphis has been honored by being selected as the model site for Experience Based Career Education (EBCE) in Tennessee.

EBCE is a process in which students learn more about careers by going to job sites in the community to see how workers react with their environment in the job setting.

EBCE also means bringing together whatever resources are available in both school and community to give students a more realistic view of what it means to enter a certain career and what skills are necessary for success. Through proper courses which help them attain their career goals leading to future job placement.

At present, tenth grade students are selected at random from Hamilton High School for participation in the EBCE program. The only prerequisite is interest and parental approval. There have been 120 students selected for this coming school year.

This program was funded $454,000 for a three year period and is now into its second year of endeavors.

Daniel H. Campbell, III, project director of EBCE, said Hamilton is the model for the rest of the schools because several staff members of Hamilton wrote up a proposal for this program and asked for $454,0000 and Hamilton is also the only school in Memphis that has a schedule where students are allowed to leave school during the day.

Students will receive one credit hour upon the completion of 180 hours but according to Campbell if the students don't complete the required hours to receive credit they will still obtain the experience.

The students will make four visits a month to one business site but at the end of the month's period the students go on to other diverse business sites throughout the city.

The students will be paired with a worker in order to interact rather than just be toured on the job, Campbell said. Campbell said they are pushing for implementation to other schools by the end of three years.

Students in the EBCE program will be covered by regular student accident and medical insurance. Transportation will be provided to and from community sties by the EBCE staff, public transportation (MATA), and supplemental use of mini buses.

Although Campbell said the thrust of the program is to offer students a lot of business experience EBCE has other goals, such as, promoting a total educational system preparing students for entry into the "world of work" or further education, helping students make realistic career decisions and a long list of other goals.

The business-labor-industry community can help by providing preplanned educational experiences for students at the job site and serve as a community site for student observation of work activities, job duties, equipment and processes.

career education news

CENTRAL NEWS SERVICE FOR THE WORLDS OF WORK AND LEARNING

Bobit Publishing Company
1155 Waukegan Road
Glenview, Illinois 60025
312/724-8440

Dear Friend of CEN:

We'd like to call your attention to an item of special interest to you on page 3 of the enclosed issue of CAREER EDUCATION NEWS.

We appreciate your continuing cooperation in helping us serve the field of career education and look forward to hearing from you in the future.

Sincerely,

Bernadette Doran

Bernadette Doran
Editor

X A federally-funded, experience-based project is getting underway in Memphis (TN) as well at Hamilton High School. The program
X combines career guidance, student community job exploration, job specialization, and job or extended educational placement into a single, total program with the involvement of school guidance and career curriculum infusion in the classroom. For more information about this program, contact: Daniel H. Campbell III, Project Director, EBCE, Hamilton High School, 1363 Dixie, Memphis, TN 38106.

Memphis Area Chamber of Commerce

TO: Industrial Personnel Council

FROM: Anne Stavely, Secretary

DATE: March 1, 1977

SUBJ: Career Education

The Memphis Area Chamber of Commerce is cooperating with the Memphis City Schools in a model program to expand the involvement of business and industry in education. The major thrust of the program is to provide youth with information necessary for them to make early career decisions. Students get this information from preplanned, educational visits to businesses.

Share your expertise with Memphis youth today, and help insure the quality of future employees. Please contact the director of Experience Based Career Education (EBCE) for more information on how you and your business can be a part of the program.

Thank you, Anne Stavely

RETURN TO: Daniel H. Campbell, III
Project Director
Experience Based Career Education
Hamilton High School
1363 Dixie
Memphis, Tennessee 38106

( ) Yes. I am interested in cooperating in your experience based career education program. Please contact me and tell me how I might help.

Your name _____

(PLEASE PRINT)

Organization _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____

Bill Fuchs

P. O. Box 224, Memphis, Tennessee 38101 901 523-2322

9906

To expand information on a National level. Up Date and Career Education news carried stories on the program several times.

Ms. Milli Huff, State Coordinator working with Sex Bias, published an article about the achievements of the program in eliminating sex bias in Career selection.

XI. DISSEMINATION ACTIVITIES

Ms. Sadie Chandler was kept informed by telephone, publications and visitations about the progress of the E.B.C.E. Program.

Letters were sent to other federal projects keeping them informed of the Memphis approach to Career Education.

Other Project Directors visited the program at Hamilton High in Memphis.

Various school officials from other parts of the state visited the Memphis Program and Hamilton County developed an entire County wide program based on expertise gained from this program.

XII. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES

Data collection and evaluate went as scheduled and the evaluation included with the final report.

XIII. OTHER ACTIVITIES

Toward the end of the project a special committee was formed to develope a plan for further business participation and program expansion.

Their recommendations were that greater participation in the business community was certainly beneficial and should continue and they offered their support.

XIV. STAFF EMPLOYMENT AND UTILIZATION

During the last 3 months of the program, one staff member resigned another was transferred and not replaced.

XV. STAFF DEVELOPMENT

Early in the Project, staff development was provided by Memphis State University guidance department.

The second two years of the project staff development was provided by Research for Better School from Philadelphia, PA.

Such activities by R.B.S. was conducted both in Memphis and Philadelphia.

XVI. N/A